University of Huddersfield Repository

Chappell, Michelle and Covill, Carl

Simulation not for Dummies 2: Preparing students for primary care experience

Original Citation


This version is available at http://eprints.hud.ac.uk/7920/

The University Repository is a digital collection of the research output of the University, available on Open Access. Copyright and Moral Rights for the items on this site are retained by the individual author and/or other copyright owners. Users may access full items free of charge; copies of full text items generally can be reproduced, displayed or performed and given to third parties in any format or medium for personal research or study, educational or not-for-profit purposes without prior permission or charge, provided:

• The authors, title and full bibliographic details is credited in any copy;
• A hyperlink and/or URL is included for the original metadata page; and
• The content is not changed in any way.

For more information, including our policy and submission procedure, please contact the Repository Team at: E.mailbox@hud.ac.uk.

http://eprints.hud.ac.uk/
Simulation not for Dummies

Presented by: Carl Covill, Jean Hayles & Michelle Chappell (Lecturer’s Adult Nursing, University of Huddersfield)

June 2010.
“Preparing students for primary care experience”

Abstract:

Developments in student nurse curriculum and advancements in community practice imply that future practice will be community orientated (Darzi 2008); hence it is fundamental to develop educational strategies which directly relate to skills using simulation as a learning method (Garside and Prescott 2009).

A literature review aims to determine the need for development of primary care skills by identifying and evaluating formal/informal methods required to develop student understanding of the needs of patients in a primary care setting (Modernising Nursing careers 2006).
Overview

- Simulation 300hrs NMC requirement over 3 years.
- 2nd year run concurrent practice modules.
- Link acute care to Long term condition management. “seamless service”
- Manikins V live character acting.
- Communication techniques.
Introduction

• One scenario- 3 work stations, student moves between these.
• None use of manikin - appropriate communication- develop patient centred care.
• Use of concurrent modules - develop transferable skills
• Recognise the need to use the same skills in differing ways.
Aim:

To Enable students to differentiate between the several processes involved in care planning and the communication styles required to be effective.

Objectives for the learners to:

2. Work through a recognised assessment process.
3. Assess why a care plan is required.
4. Plan the care process.
5. Implement care plan and identify consequences.
Case Scenario - Holistic assessment.

Acute History:
- Inpatient 2/52
- Fell at home - laceration back of her head, healed & stitches removed
- Problems hearing on ward when noisy
- Discharged home.

Past Medical History:
- Anaemia B12 deficiency
- Frail/tired
- Deteriorating eye sight
- States no hearing defect

Social/History:
- Lived in family home all her life with sister (died last year)
- Neighbours claims client has problems up keeping property - garden untidy
- Neighbours and parish provide some informal care
- Does not drive
- Finance age pension - friends help when required

Plan:
- District nurse visit at home to assess needs

Miss Rutherford aged 93.
District nursing team you have 15mins to:

Read the scenario and advocate a plan of care for Miss Rutherford from ONLY one of the 3 perspectives below.

1. **SOCIAL/ PSYCHOLOGICAL PERSPECTIVE**
   Come up with a care plan that will reflect the issues around this. Who could be involved and why.

2. **ENVIRONMENTAL**
   Assess her needs at home and document who could you involve to make her as safe as possible.

3. **PHYSICAL ASPECTS**
   Identify care needs that may be improved by multi professional working.
Conclusion

• Reflect on ways to deliver patient assessments.
• The 2 approaches to holistic management
• ABCDE V COMMUNITY ASSESSMENT.
• Use of transferable skills.
• Students “fit for practice” in any location.
• Develop realistic care strategies and proactive management.
Any Questions?

Questions are guaranteed in life; Answers aren't.